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ABSTRACT

Six papers explore the liberal arts institution's opportunities to improve teacher education to meet society's intensified demands within the limitations faced by liberal arts institutions. The many advantages such institutions can offer in preparation of teachers, the collaborative efforts institutions can engage in to improve their programs, and the obstacles many institutions experience are highlighted. The following papers are presented: (1) "A Future Role for Liberal Arts Colleges in the Preparation of Teachers" (Hendrik D. Gideonse); (2) "Excellence in Teacher Education: The Liberal Arts College Perspective" (Ann M. Rule and Charles M. Stanton); (3) "Private Teacher Education: Profiles and Prospects" (Robert K. Wimpelberg, Jean A. King, and Nancy J. Nystrom); (4) "Small Colleges and Educational Consortia: The Beloit Experience" (Thomas F. Warren); (5) "Collaboration for Quality: The Consortium for Excellence in Teacher Education" (Eva F. Travers); and (6) "Educating and Evaluating Beginning Teachers in Virginia" (Robert McNergney, Michael Caldwell, and Joanne Reina). (JD)

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Teacher Education In Liberal Arts Settings:

Achievements, Realities & Challenges

Alan R. Tom, Editor

American Association of Colleges for Teacher Education
and
American Independent Liberal Arts Colleges for Teacher Education

SP025 826

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The American Association of Colleges for Teacher Education is an organization of some 720 schools, colleges and departments of education with the purpose of maintaining its members' professional standards and status, advancing the goals of education toward quality and equality, and promoting excellence in education in the public domain.

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Introduction

by David G. Imig

Executive Director

The American Association of Colleges
for Teacher Education

The American Association of Colleges for Teacher Education represents several teacher education schools, colleges or departments that can be classified as independent liberal arts institutions. These institutions' needs naturally differ in many respects from those of large public institutions, state colleges and universities, and land grant universities, which AACTE also represents.

On the other hand, all teacher education institutions represented by the Association are concerned with providing the best quality teacher education programs possible within their contexts and constraints. AACTE members share a commitment to furthering the teacher education profession's effectiveness, appropriateness, and overall quality.

Teacher education is undergoing a dramatic revolution sparked by its own commitment to improvement and by society's need for change in all levels of education. The profession is exploring solutions to the challenges and is examining key issues involved in the struggle to increase teacher effectiveness.

An open exchange of ideas is the result, and collaboration among the many types, sizes and professional approaches of teacher education institutions is the key to the profession's successful answer to the challenges facing it. In this spirit, AACTE and AILACTE agreed to explore critical issues and considerations of teacher education in the liberal arts institution's context through this publication.

The six papers in this publication explore the liberal arts institution's opportunities to improve teacher education to meet society's intensified demands within limitations with which liberal arts institutions typically must wrestle. The authors highlight the many advantages such institutions can offer in the preparation of teachers, the collaborative efforts institutions can engage in to improve their programs, and the obstacles many institutions experience.

Consensus on these matters was not the publication's goal. If any lesson seems to survive over the evolution of teacher education, it is that teacher education must embrace a wide variety of approaches. AACTE members share the conviction that the best teacher education combines both solid liberal arts education and sophisticated professional training. The debate around choosing between the two prongs is a false one; the real question the profession must answer is how the different teacher education settings can provide a thorough background without sacrificing institutional variety and uniqueness.

This publication stimulates thought along those lines and suggests successful approaches. The key concept is collaboration--among institutions, among associations, and among individual faculty members--to devise the strategies and creative responses to the challenges teacher education faces today.

Introduction

by Kenneth E. Vos

The College of St. Catherine

Saint Paul, Minnesota

Past President

The Association of Independent
Liberal Arts Colleges for Teacher Education

The Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) was formed in 1980 to provide a network of communication, collaboration, and support among independent liberal arts teacher preparation institutions across the United States. AILACTE strives to address issues, concerns, and highlights of teacher education in liberal arts colleges.

As one means of providing communication and information concerning liberal arts settings for teacher education, AILACTE and AACTE decided to jointly publish a monograph. This publication, Teacher Education in Liberal Arts Settings: Achievements, Realities and Challenges, is an analysis of the present and future of teacher preparation in liberal arts institutions.

Current educational rhetoric seems to question the adequacy of teacher preparation programs in all types of settings, including liberal arts colleges. Obviously a clear focus for all aspects of teacher education is needed by colleges to integrate the liberal arts and the teacher preparation program. This publication should raise some key issues related to the liberal arts integration. As the focus of teacher education becomes clearer, liberal arts colleges must be in a position to be informed and ready to design effective teacher education programs.

A special acknowledgment for the completion of this publication must be given to two representatives from AILACTE member institutions. Dr. Norene Daly from Madonna College initiated and guided this publication project during her terms as president and past-president of AILACTE. Dr. Alan Tom of Washington University assumed the time-consuming task of being the editor of the publication. His consistent support for liberal arts and teacher education program integration was the impetus for beginning a dialogue on this issue.

I encourage you to read this publication and share it with your colleagues--generate ideas and think of creative ways to strengthen teacher education for the 1990s.

Introduction

by the editor

Alan R. Tom

Washington University

St. Louis, Missouri

Perhaps the best way to introduce Teacher Education in Liberal Arts Settings: Achievements, Realities and Challenges is to quote the call for manuscripts:

> Jointly sponsored by the Association of Independent Liberal Arts Colleges for Teacher Education and the American Association of Colleges for Teacher Education, a refereed publication is planned which will review the history and address the future of teacher education in liberal arts settings. Prospective authors are encouraged to submit manuscripts which assess past accomplishments and analyze future challenges of teacher education conducted in liberal arts settings, public as well as private. Topics which might be addressed include:
>
> - the history of teacher education programs conducted in liberal arts settings;
> - the current status of such programs, including: distinctive curricular designs, the impact of state program approval and national accreditation, the effect of public concern regarding the quality of teacher preparation;
> - the unique roles and accomplishments of faculty in liberal arts institutions, and the position and politics of education departments in such institutions;
> - a comparison of the value of teacher education conducted in liberal arts settings to teacher education conducted in other contexts;
> - the critical issues which must be addressed in order for teacher education to survive in liberal arts settings.
>
> Of particular interest are manuscripts which contain incisive analyses of key issues or present bold proposals for action.

This call for manuscripts was distributed in the fall of 1982, with manuscripts due by August 1, 1983.

Each of the submitted manuscripts was blind-reviewed by three to five teacher educators. Special thanks must go to those professionals who participated in the review process: John Parker (Pacific University), Norene Daly (Madonna College), Robert Floden (Michigan State University), Mary Ellen Finch (Maryville College), Mari Pat Brooks (Benedictine College), Ken Vos (The College of St. Catherine), Betty Morgens (Hendrix College), Marie Anne Grenier (Notre Dame College), Janet Boyle (Manchester College), Ralph Kester (Greenville College), Charlotte Mendoza (Colorado College), Ronald Midkiff (Carson-Newman College), Michael Grady (St. Louis University), Charles Myers (Vanderbilt University), Michelle Schiffgens (Marycrest College), Sam Guerriero (Alderson-Broaddus College), Harold Robertson (Hendrix College), Warren Garner (Manchester College), and Jane Godfrey (Berea College). As editor of the publication, I also read each manuscript.

What emerged from the editorial review process was a set of six papers which address varying aspects of the role of teacher education in liberal arts settings. Two of the papers describe and analyze current attempts to bring about changes in the professional component of teacher preparation: the Beginning Teacher Assistance Program in Virginia and the Consortium for Excellence in Teacher Education (composed of fifteen northeastern liberal arts institutions). Another paper examines the advantages accruing to an education department in a small institution from participating in several consortia. A fourth paper discusses the current status and likely future of teacher preparation in private colleges and universities, drawing upon survey data from nearly 200 private schools and departments of education as well as the speculations of their authors. Lastly, two papers make a case for why teacher education -- particularly its general education component -- can best be done in the liberal arts college.

The papers by Hendrik Gideonse and by Ann Rule and Charles Stanton both make a case for conducting teacher education in the liberal arts college. Gideonse believes that the expanding knowledge base on effective teaching means that the professional portion of teacher education should be conducted at the post-baccalaureate level. The emphasis in undergraduate education should be on the subject matter and general education preparation of the prospective teacher. Gideonse gives special attention to specifying the purposes of liberal education and to arguing why the smaller liberal arts college is a better setting for the conduct of liberal education than is the large, public, research university. Gideonse is quite specific about the impediments facing the large multi-purpose university in defining and serving the goals of liberal education, and he concludes his analysis with a summary of the inherent advantages small colleges have in developing a vital liberal arts curriculum.

Rule and Stanton concur with Gideonse that the liberal arts portion of teacher preparation is best carried out in small institutions, but they also believe that small institutions are the best setting for the implementation of the professional component of teacher preparation. According to Rule and Stanton, the advantages liberal arts colleges possess in the conduct of

general education also hold true when they are responsible for the professional education of teachers, e.g., an integrated conception of the curriculum, a central emphasis on the ethical basis of behavior, the critical importance of frequent faculty-student interaction. The authors also note that there are practical reasons for keeping teacher education as a four-year curriculum, especially the low salary structure for teachers and the availability of adequate space in the four-year curriculum for achieving a liberal education, subject mastery, and the art of pedagogy (assuming that state requirements do not place too much emphasis on the technical aspects of pedagogy).

Robert Wimpelberg, Jean King, and Nancy Nystrom begin their assessment of teacher education in private institutions by looking at the present status of education departments and schools in these institutions. Employing survey data from private schools and departments of education, the authors highlight the similarities and differences of education units in their sample of about 200 institutions. One of their major findings is that the characteristics which appear to distinguish these private schools and departments of education are their small size and their extensive integration into the undergraduate liberal arts structures of their institutions. In the second section of the paper, Wimpelberg, King, and Nystrom focus on the social and professional forces which affect the future of teacher education, and discuss the special difficulties which these forces present to the conduct of teacher education in smaller private institutions. The paper concludes with a discussion of four short-range strategies which may help private departments and schools of education meet the challenges of changing social and professional conditions, namely, requests for special treatment by certifying and accrediting agencies, alliances with like-minded public institutions to oppose misguided teacher education reforms, a range of activities to increase monies available for teacher education in private settings, formation of consortia and other cooperative efforts among private departments and schools of education.

The employment of consortia is the theme of two of the papers in this collection. Tom Warren discusses the advantages that participation in consortia can have to an education department in a small liberal arts college. He draws upon Beloit College's experience over the last 20 years with four consortia. Each of these consortia make it possible for a small education department to offer experiences and resources beyond the capacity of the three to five faculty in the department. One consortium emphasized the use of paid internships; another consortium offered a variety of off-campus academic programs, with Beloit focusing on a student teaching program in Chicago; a third consortium places student teachers in foreign settings. Still in its developmental stages, the fourth consortium (The Wisconsin Consortium) has as its main purpose the improvement of teacher preparation programs through providing a new model for external program review.

Also in its developmental stages is the Consortium for Excellence in Teacher Education (CETE). Eva Travers attributes the formation of CETE to the sense of isolation education faculties feel in this time of threat to the existence of teacher education in many private institutions. Through CETE,

education faculties can share concerns, learn about strategies used in other liberal arts institutions to convince skeptics of the value of maintaining the teacher education option, and plan collective action such as a placement clearinghouse for students interested in teaching in public schools, teacher recognition days on the campuses of the 15 member institutions, and the development of alternative routes to state certification. Travers focuses on the evolution of CETE and the concerns of its members in the hope of stimulating similar institutions in other parts of the country to form their own consortia.

Robert McNergney, Michael Caldwell, and Joanne Reina discuss the current effort in Virginia to reform the preparation of secondary teachers and stress an aspect of that effort which has not been widely analyzed: the Beginning Teacher Assistance Program (BTAP). This program, still in its design stages, has two goals: to improve the teaching of beginning teachers and to identify beginners who do not meet minimum cognitive and teaching performance standards. The key attribute which distinguishes BTAP from existing practice is that it places the state of Virginia in the business of performance assessment, as opposed to basing certification decisions upon student completion of an approved program. McNergney, Caldwell, and Reina review the planning for BTAP and give special attention to some of the ways in which the success of the program will be judged -- ranging from the impact of inservice activities on the teacher's ability to perform key teaching functions to the ability of BTAP to attract and hold high quality individuals in the teaching force.

From these six papers the reader cannot derive any unified picture of the status and prospects of teacher education in liberal arts settings. Each manuscript addresses a distinctive aspect of the overall topic. However, certain themes and/or issues do seem to emerge from the papers. One such issue, for example, is which aspects of teacher education are most appropriately conducted in four-year liberal arts institutions. Some, such as Gideonse, argue that the professional component of preparation should be conducted at the post-baccalaureate level. Others believe that the professional segment of teacher preparation ought to remain within the undergraduate curriculum, but that liberal arts colleges should petition accrediting and certifying agencies for special treatment and may have to participate in such resource-extending arrangements as consortia. Consortia may also be used by education units in private institutions to share information and to form political coalitions.

As editor, I am not particularly concerned that the reader come away from this volume with a conclusion (or set of conclusions) about the proper role of teacher education in liberal art settings. Rather, I want the reader to consider which issues are the key ones and to develop informed positions on these issues.

A FUTURE ROLE FOR LIBERAL ARTS COLLEGES IN THE PREPARATION OF TEACHERS

Hendrik D. Gideonse

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Only hermits remain unaware of the public and political dissatisfaction with the current condition of schooling in America. The plethora of reports outlining views of the current situation would be evidence enough, but one need not stop there (see Education Week, July 27, 1983, for a complete listing of the reports and their sponsors). Local newspapers, school board meetings, and casual conversations in shopping malls and public corridors speak the same message: America is once again concerned about its schools, teachers, and the accomplishments of its children.

The phenomena of the reports are not withot irony. Despite evidence that much of the public's unhappiness is focused on teachers, relatively little attention in the reports is directed to the preparation of teachers per se.

Those of us responsible for preparing teachers ought not to feel embarrassed or hesitant to deal with the real problems that exist for the profession. Many are not of our making; the most serious of these are the reflection of operating values in America about teaching that are, in fact, quite different from the asserted values. (For example, if the nation really believed teaching was more important than law enforcement, the starting salaries of police officers would not approach twice that of teachers.) Nevertheless, regardless of the influences, counter incentives, and constraints confronting us, teacher educators must strive to increase the quality of candidates entering teaching and the appositeness of their training.

Teacher educators, of course, cannot raise teachers' salaries. We cannot, through the wave of a magic wand, substantially reduce the economic disincentives now causing people to shy away from teaching as a career. We cannot redesign schools to make them more intellectually satisfying and stimulating places. We cannot structure instructional roles to eliminate or even reduce the isolation which now characterizes teaching as a career. We cannot create career paths within teaching so that advancement within the profession ceases to be achievable only through departure from teaching.

What we can do is focus on professional training--its requirements, content, and dimensions.

The Knowledge Base for Teacher Education

Teachers need four kinds of knowledge to perform their complex responsibilities:

1. Professional Knowledge

Although teaching is part science, part art, and part craft, professional knowledge can be defined (see the work of such people as Thomas Good, David Berliner, B. O. Smith, Jane Stallings, Barak Rosenshine, N. L. Gage, Donald Medley, Benjamin Bloom, Christopher Clark, Robert Yinger and others). It is the knowledge pertaining to instructional process; curriculum design; the management of learning, learners and their environments; diagnostic and evaluative processes; the requirements of law and professional ethics; parent relations; the processes of collaboration and interaction across professional roles; and so on.

2. Intellectual Underpinnings of the Profession

The basic disciplines contributing to the overall understanding of the profession are the behavioral and social sciences and the arts and humanities. The analytical, illuminative, and explanatory power of the behavioral and social sciences is fundamental. The arts compensate for the reductionist character of much in the behavioral and social sciences, providing a needed congruence with the holistic character of life as it is lived and humanly appreciated.

3. Teaching Content

The third kind of knowledge underpinning the art and science of teaching pertains to the knowledge represented by curricular content and the implications of that content if it is to be learned in more than rote ways. Without mastery of content, it is possible neither to teach nor to evaluate whether teaching or learning have been successful. Furthermore, intimate knowledge of content is essential to the design requirements of both curriculum and instruction. Prospective teachers who are not exceptionally familiar with the subject matter they are called upon to teach cannot hope to fulfill their duties responsibly.

4. Liberal Education

Teaching is an intellectual, moral, social, and cultural activity. It cannot properly be done in the absence of sensitivity to the socio-cultural context. That context helps establish the justification for education and its goals as well as for the value decisions that teachers make on behalf of children. Furthermore, teachers must appreciate the complexity and the delicacy of the interactions between themselves and their charges, who are autonomous and soon-to-be responsible individuals in a free society.

Guiding Images for Preparing Teachers

Real differences exist in the assumptions and aims underlying competing guiding images for the selection and preparation of teachers. Some claim we should accept the prospect of teaching as a temporary career, a stopping-off

place for modestly trained yet capable individuals who will do it for a while before moving on to something else. Some propose not worrying about it very much, opting instead for institutionalizing parental or student choice and letting market mechanisms operate to define both schooling and its outcomes. Others, however, feeling impelled by the implications of what is known about teaching and learning and the moral imperatives arising from the function of education in a free society, argue that teaching must become a professional endeavor. They would see it characterized by competence and high standards, ongoing professional interactions related to its day-to-day activity, and structured to create institutional incentives for improved performance and responsibility.

Nothing dictates that the known should define teacher education policy or practice. In fact, the practice of teacher education has treated instruction as if it were a performing art rather than a professional role grounded in knowledge (see Gideonse, 1983). Once the knowledge is advanced, however, certain obligations begin to emerge. Those obligations vary, depending on the types of knowledge or skills required and the proper locus of responsibility for ensuring their presence in teaching candidates.

The more we consider the knowledge required for effective teaching performance, the more irresistible the conclusion that teacher preparation can no longer continue as a baccalaureate responsibility. Based on the extensive requirements of available professional knowledge, forceful arguments have been advanced for conducting the professional portion of teacher education at the post-baccalaureate level in a two-year program combining didactic and field work in settings specially structured and administered to facilitate clinical experience and supervision (see Lawrence Cremin, 1978; B. Othanel Smith, 1980; and Hendrik D. Gideonse, 1982).

If professional preparation is to be post-baccalaureate, then achievement of a liberal education and mastery of the content area must occur at the baccalaureate level. The central argument of this essay is that such aims are more likely to be achieved in smaller, independent liberal arts colleges than in the larger colleges and universities, whether public or private. Before developing this argument, I want to consider briefly what a liberal education means.

A Brief Definition of Liberal Education

The challenge of defining the goals of liberal education arises primarily because of the diverse elements requiring inclusion. Part, for example, refers to academic and scholarly content--that which is known and worthy for succeeding generations to acquire. Part refers to a set of skills. Still another element treats values and attitudes that constitute the mark of educated persons and stand as the highest aspirations of human-kind. A fourth dimension involves the way in which teaching and learning are accomplished so that the recipient of liberal education comes to understand the critical interconnections between content, skills, and purpose.

In conceptual terms, the purposes of liberal education may be divided into three parts. (These conceptual terms should not be understood as defining the outlines of the curriculum so much as establishing the criteria against which outlines might be developed, assessed, and approved.)

The first part aims at literacy very broadly defined. Literacy refers to an awareness of the several domains of knowledge and the modes of inquiry in terms of which further advances of knowledge are made. Those several domains include the natural and social sciences and the humanities. Literacy also means conversance with the structures and institutions--nationally and globally--of society, government, the economy, and technology. Literacy includes the development of an understanding of the meaning of perspective as manifest, for example, in different eras, cultures, and roles. Finally, what might be called the concept of connectedness--the interrelationships among, for example, disciplines, cultures, times, and perspectives--is an important element in this broad goal of literacy.

A second goal embraces essential skills. While there are important skills implicit and, indeed, embedded in the literacy goal (for example, the modes of inquiry by which knowledge is advanced), this goal refers explicitly to the skills of speaking, writing, analysis, synthesis, and thinking. The goal is clarity of thought, unambiguous presentation of ideas and perceptions, awareness of and facility with different modes of thinking (e.g., quantitative and qualitative), the capacity to develop arguments and critique them, and the ability to inquire and test the products of that inquiry. This goal includes attention to the development of skills for self-aware, independent learning, an absolutely essential instrument to all later learning. It includes attention to the concept of design as manifest in art, technology, and human affairs (see Herbert A. Simon, 1981, Chapter Five).

The third major goal grouping addresses values, purposes, and the requisites of action. Just as ideas are stimuli to action, so are values and a sense of the aesthetic. If one of the essential rationales behind education lies in the unavoidability of future action, then one important way to view the context for defining educational purposes is in terms of crucial choices facing individuals and society. Indeed, our era, in contrast to those of the past, can be fairly characterized by its diverse attempts to initiate change. Furthermore, complex interactions mean that even deliberate actions yield unpredictable impacts, and the strings of action and reaction extend over long periods of time. In that environment of change and unpredictability stand many choices, competing values, uncertain and pluralistic futures, as well as diverse individuals, groups, and agencies as actors. One broad goal of general education, therefore, ought to be attention to values discourse, to individual self-knowledge of purpose and priority, and to a conception of self as responsible actor and initiator, with capacities as well as limits.

These goals, of course, do not define a curriculum. They cannot be understood, simply, as calling for courses in this or that for so many credit hours. They constitute a framework from which can be derived criteria to

stimulate and shape the juxtaposition of content in relation to skills, purpose, and instructional approach. These goals suggest the importance of attention not just to what is taught, but how, and with concern for broader purposes clearly in mind.

It is difficult to imagine a school board member, principal, or superintendent who would not want candidates for teaching posts to have gone through an educational program organized in service to the goals just articulated.

Unfortunately, very few contemporary colleges or universities have addressed the goals, built the curricula, or delivered the instruction implicit in such a conception of liberal education. Approaches to liberal education have, once again, to be defined. Based on the considerable literature on liberal education (see the more than one hundred citations in Association of American Colleges, 1983) and my own immediate experience in helping to define liberal education and deliver appropriate instruction to that end in a large, public, research university, I am now quite convinced that the likelihood is far greater that such definition will occur in smaller liberal arts colleges than in larger universities. If that assessment is correct, the maintenance of a substantial continuing role in the eventual preparation of teachers seems assured for smaller institutions, <u>if</u> they address themselves to the liberal education task.

Impediments Confronting Large Colleges and Universities in Defining and Serving the Goals of Liberal Education

Given the importance that ought to be attached by educators to the crucial liberal education responsibility, why has it been so under-considered by those large institutions responsible for the preparation of by far the largest proportion of teachers?

1. The task is conceptually at odds with the primary norms of individual faculty in those institutions.

The contemporary university is no less a multi-versity than it was when the term was first coined; in fact, it is probably even more so. As one wag put it, the only thing that seems to hold us together is a common interest in adequate and convenient parking! The orientation of <u>all</u> departments is now almost exclusively to narrower purposes of specialization and professionalization. This is no less true of arts and sciences than it is of the professional schools and departments. In fact, in arts and sciences the professional influences are all the more insidious for being unrecognized by those pursuing them.

Sheer size also contributes to the strength (and, perhaps, imperviousness) of these professionalized norms. In academic departments of 30, 50, or 80, individual faculty representing sub-specialties of a single

discipline find circles of friends and intellectual colleagues within a far narrower group of intellectuals than was the case when institutions were smaller. Size begets not cosmopolitanism but parochialism.

Finally, the increasing importance of the research mission of the university and its close connection to graduate instructional responsibilities, academic and professional, inevitably pushes faculty attention (especially those who are fully socialized to the scholarly productivity requirements of the reappointment, promotion, and tenure process) away from the challenges and special requirements of undergraduate liberal education, and toward their own specializations.

Professionalization, size, and the greater attractions of the graduate teaching mission make the definition of liberal education a difficult proposition at best on the large university campus. Even those institutions, like Harvard, for example, which have gotten credit for re-drawing our attention to the liberal/general education shortcomings in the contemporary university, have quite clearly not overcome the narrowing influences cited above.

These views have been reinforced by my participation for some 35 months in a "seminar" at my university where 16 of us have struggled, first, to understand the boundaries of the domain of liberal education and, then, after several false starts of greater or lesser duration, to begin the painful process of winnowing down the raft of possible goals to a well articulated set. We had more than a few arguments. The temptation to solipsism was often great; it would have been so much easier to do our own thing rather than trying to persuade others to our point of view or, ourselves, to run the risk of having to compromise.

2. Defining general education goals is a value task to which many, if not most, academics these days may be ill suited.

Academics are well tuned to the definitional and value struggles within their own disciplines. We feel comfortable within the norms and expectations to which we have been socialized and within which we operate daily. When it comes to value struggles <u>across</u> disciplines, we are much less comfortable.

Defining general education is an exercise in values as much as analysis. We are choosing aims and priorities, articulating values to be served in the present and the future. Making matters worse, if the goals are defined properly, that is, in terms that are understandable to learners and to others beyond the academy, it will become readily apparent that many disciplines <u>and</u> professions can contribute to the achievement of liberal education goals. There are few necessary links between particular disciplines and liberal education goals.

Choosing and prioritizing are only part of the difficulty. Definers of liberal education must confront the fact that its building blocks are not lying around to be picked up easily and utilized. They must be <u>designed</u>. Liberal education is not something that can be discovered, pinpointed, verified over time. Like democracy itself, it requires periodic

re-invention. We might say that liberal education has always been valuable, but if that is so it is because the specific form and character it has taken now and again have been particularly well suited to the needs, capacities, and resources of a given era. Too many of the people who are or will be called upon to employ skills of curricular design, however, do not have them.

Lastly, my own personal suspicion is that even though they are now finally lessening, positivistic influences in virtually all academic areas are also partially responsible for the decline of attention to the crucial values inherent in the very concept of liberal education. Positivistic influences are the strongest on the large campuses because they have been so closely identified with the thrusts of professionalization. Their weakening is a sign of hope, but their loosening grasp will not by itself mean much because of the other constraining influences present.

3. In taking on liberal education, teacher educators are seen as invading the turf of others.

Never mind that arts and sciences faculty members on the large campuses have abdicated the liberal education goals in favor of their own professionalization. They retain the myth that theirs is the province of liberation! When teacher educators (and, even worse, mere community college faculty!) raise the banner of general/liberal education as their own, eyebrows give chase to hairlines. Liberal education is not seen by others in the academy as the proper domain of professional educators.

There is another dimension to this turf issue. Teacher education is not always viewed with esteem or high favor by others in the university. Harry Judge's recent analysis of graduate schools of education in the major public and private research universities of America suggests how pervasive the negative attitudes toward education are (Harry Judge, 1982). None of us is immune to this widely shared perception.

When teacher educators on the larger campuses strike out on their own to challenge the greater whole to take on the liberal education task, many in the arts and sciences chafe at what they feel is being called to account by the lowest of the low. Pay no heed that the responsibility is not particularly arts and sciences' to define the aims of liberal education, nor is it necessarily exclusively their responsibility to deliver the instruction that will ultimately comprise the liberal education experience. In fact, liberal education necessarily encompasses not only those things acquired for "breadth" but their integration with those things acquired in "depth," whether an academic "major" or a professional program. The lingering impression, however, that liberal arts or general education is somehow something more decorative than directly useful has led many faculty in arts and sciences to <u>assume</u> that somehow liberal education was uniquely their province and not, therefore, the legitimate concern of anyone else in the academy. The view of liberal education as ornament, of course, could not be further from the truth nor more illustrative of the ubiquitousness of both professional chauvinism or how little some "pure" academics seem willing to do battle for the true goals of liberal education.

4. Those who have not been liberally educated may not be able easily to define a general education for others.

There may be more than a litle "heresy" in that explanation. So be it. It applies to many now in the academy, and not just those of us in teacher education.

The explanation has several bases. The first lies in the difficulty of completing general education in the teacher education program, given the other demands of professional training in the baccalaureate experience. The second is the rapid professionalization of all higher education. The liberalizing traditions within the academic disciplines have withered as professionalization has increasingly characterized all elements of the academy, in and out of the arts and sciences. Add to that the rapid expansion of higher education in the 60s and the demise of the traditionally gradual socialization into the academy as large numbers of new faculty joined smaller numbers who had entered before. The combination of all these forces weakened the commitment to and the understanding of liberal education in the rapidly expanded larger institutions.

5. On the larger campuses, where the overwhelming majority of teachers are now trained, organizing for and delivering instruction keyed to high-order general education goals is exceedingly difficult.

On campuses with hundreds of faculty members, many dozens of departments, and major sources of income that go well beyond the traditional categories of tuition, endowment income, or state subsidy, attending to the aims of liberal education may be difficult enough. Actually finding ways to deliver and administer it are at least as problematical. Students may be admitted directly to the different colleges or departments on the basis of criteria set not by the university faculty, but by smaller units still. Curricula for majors and professional programs are defined in decentralized fashion, and the authority thus manifest is vigorously defended against the larger collectivity. Finding faculty who are willing to conceptualize, design, and deliver general education instruction is a very difficult task, especially in the absence of organizational structures, rewards, and other incentives to offset the powerful influences exerted by the professional guilds and establishments.

6. We have succumbed to narrow definitions of what it means to serve the "market." We have under-recognized our professional obligation in higher education to define and justify what is required, just as we responsibly serve what is wanted.

American higher education is going through a difficult period. My observations so far have suggested some dimensions of this. There are others. For example, the realities of the demographic undulations now confronting us have produced all sorts of anxieties and some aberrations. Markets are identified and sought after. Departments and colleges are evaluated in income/cost ratios. Enrollment figures and trends are closely monitored. A lot of this makes very good sense, but some aspects of it make the university look like General Motors, a corporation emblematic of an

industry whose stunning successes, shall we put it, make it something less of a model than it was during the Eisenhower era when last liberal education held identifiable sway.

Of course higher education is an industry, but as all other industries, it has its own unique set of responsibilities. Have we been fulfilling them?

Admittedly, offering something of value to young people that will last them through their lives is an awesome responsibility, whether we recognize it or not. But to abdicate under the guise of responding to market pressures is irresponsible, not because of the result, but because of the failure even to conduct the examination.

The Substantial Prospects for the Small Liberal Arts College

Liberal arts colleges offer much greater hope that the kinds of difficulties identified here can be overcome. We ought not to be under any illusion, however, that it will be easy. Many of the same pressures work as heavily in such institutions as in the large multi-purpose institutions. But there are some working advantages.

The liberal education tradition and expectation retains more vitality in the smaller institutions. As intellectual communities, they tend to retain characteristics that make the value differences implicit in articulation and implementation of liberal arts curricula more manageable. There is greater likelihood that academic and intellectual acquaintenceships will extend over a wider range of specialties. While all academics--despite persistent stereotypes to the contrary--are very substantially committed in their working lives, smaller campuses afford promise of being able to spend the time on the intensive consideration of curricular matters that devising and offering a liberal education require.

The reach and facilitative stimulus of academic administrative leadership is likely to have greater effect on smaller campuses than larger. That leadership is less remote, more immanent (even if not necessarily eminent), and more likely to be able and want to perform the academic maintenance functions requisite to a healthy, vibrant, liberal education presence.

The remaining argument can be succinctly stated:

1) Liberal arts colleges should join others in insisting that all teachers be liberally educated.

2) They should work toward a reconceptualization of the profession which stimulates and ensures engagement of intellectually able professionals.

3) They should challenge the teacher education enterprise as a whole to define standards and training patterns which assure the above.

4) They should prepare to relinquish the more explicitly professional training responsibility, as the redefinitions of the profession and schools begin to emerge.

5) Individual liberal arts campuses should develop and present the case to the emergent post-baccalaureate programs that their approaches to liberal education and the quality control procedures they follow in admitting and selectively retaining students in fact assure the presence of precisely that kind of liberal education which constitutes the first essential portion of a quality teacher's knowledge base. The development of alliances of this kind will assure prospective student interest in their campuses as the first step in their desire to become teachers.

A concluding comment or two. What has been presented here is an argument. Some will not agree, but seeking agreement is not the only reason for offering it. There may be other ways to accomplish the same ends; therefore, part of its purpose is to stimulate the generation of alternatives. Even if the solution is rejected, the issues remain. Nothing could be more satisfying than demonstrations that the aims sought here can be achieved more universally and with less wholesale change than now seems necessary. The role of the liberal arts college, however, is not likely to survive absent rigorous attention to the several dimensions of what systematic inquiry--be it experimental or philosophical--reveals to be necessary for the successful performance of teaching. The necessity of liberal education to successful performance remains the most compelling reason for the substantial role that liberal arts colleges must play in the education of teachers.

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EXCELLENCE IN TEACHER EDUCATION:

THE LIBERAL ARTS COLLEGE PERSPECTIVE

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Declining interest in pursuing teaching as a career has had a dampening impact on enrollments in schools and departments of education throughout the country. This, along with national economic malaise, has particularly affected teacher education programs in independent liberal arts colleges, where rising tuition costs have further depressed enrollments, causing a crisis of numbers and threatening the totality of programs. With an entry-level salary in the low teens, many students cannot or will not assume the burden of tuition costs ranging from $5,000 to $8,000, many times the costs of publicly supported institutions.

As liberal arts colleges tighten belts and prepare for even greater demands on their limited resources over the next decade, each department is called upon to justify its existence within the liberal arts curriculum and to defend its student/faculty ratio. Those challenges are taxing enough to meet, but the job has become even more difficult in recent months due to several highly critical commission reports (National Commission on Excellence in Education, 1983; The Task Force on Federal Elementary and Secondary Education Policy, 1983) that have received wide coverage in the national news media. It appears from these reports that teacher preparation programs fall far short in developing effective teachers for public schools.

The report from the National Commission on Excellence in Education (1983) particularly outlines shortcomings it sees in the preparation of teachers, namely: 1) too many teachers are being drawn from the bottom quarter of graduating high school and college students, and 2) the teacher preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught. The report further states:

> A high level of shared education is essential to a free, democratic society and to the fostering of a common culture, especially in a country that prides itself on pluralism and individual freedom.

These comments reiterate those components of teacher education that liberal arts colleges have steadfastly maintained for many years. It would be a strange irony if those teacher education programs that view a common general education core, depth in subject area, and academic standards as hallmarks of their curriculum should disappear or greatly be diminished.

In regard to "shared education," liberal arts colleges require a greater percentage of credit hours in general education courses than do public institutions (Levine, 1981, pp. 15-18). This, combined with their smaller enrollments, creates a situation whereby education students in liberal arts colleges spend more time than those in large public institutions in the study of a common general education, a study which is further enriched by peers who have a variety of interests and majors. On a large university campus with

its great numbers of general education distribution course offerings and sections, it is unlikely that students can have a shared educational experience in liberating studies. Further problems are created when general studies are offered in the professional school, thereby limiting the shared experiences of education students with those of other academic and professional areas. Under these circumstances, both the intent of liberal arts colleges and their limited size provide an optimum environment for the intellectual stimulation of students by each other and the faculty.

Liberal arts colleges maintain that professionals should not be educated in isolation at the undergraduate level. The nature of the liberating experiences fostered by these colleges precludes a narrow technical focus for any of their students. Robert Hutchins (1936) writes of his fear that if professionals do not share a liberating educational experience, they will be unable to communicate across professions, with each other, or with the general population. He sees the inability of individuals to communicate beyond their own professional peer group as dangerous in a democratic society that is based on checks and balances among influential and special interest groups.

Teacher training in a liberal arts setting focuses primarily on the development of the individual as an intelligent and humanistic being. The effective professional is a competent, integrated person, not merely a technician. The basis for any professional practice is rooted in the commonality of experiences with peers in an academic program that stresses knowledge of self, society, and the cosmos:

> If one envisions a liberal education as a personal thing, it must incorporate more than a series of courses or enrollment in a specific major. It must represent a constant awareness and exploration of one's being and purpose--a process that begins with understanding one's biological and psychological nature and the limitations prescribed by our humanity. A liberal education ought to involve a person in a social context, in ever-widening circles of commitment and responsibility to others--as individuals and in groups. It should foster engagement in a life's work that creates personal satisfaction, worth, and progress, as well as contributing to the welfare and happiness of others. Moreover, it raises an awareness of forces beyond one's self and one's relationship to them. (Stanton, 1976, p. 301).

Those liberating experiences that comprise the primary activity of the liberal arts college are geared to enhance the intellectual skills, reasoning judgment, and critical thinking of students in all coursework offered. These intellectual habits do not form in specifically methodological and technical courses (Lanier, 1982; Denemark, 1982), but are most likely to be formed in the common cultural education extended to all students in the liberal arts curriculum.

The research of Sanford (1966, 1979) and Chickering et al (1981) stresses the importance of the total environment of the liberal arts college in aiding students in achieving personal and professional maturity. It is

not enough to take courses in the humanities, social sciences, and natural sciences. What counts is how the curriculum and extra-curriculum are fused to challenge the student to achieve what Sanford and Chickering call maturity; that is, the ability to use reason and intellect in differentiating and synthesizing new experiences.

Independent liberal arts colleges maintain that professional and personal maturity must be accompanied by a consistent and ethical values stance. This does not mean the inculcation of a dogmatic values system, but rather a continuous emphasizing to students that understanding, questioning, and modifying one's values lies at the heart of mature life, no matter what career or profession one follows. This can only occur if there is concerted effort on the part of the college and its faculty to raise values questions and to challenge and inspire students' behavior. This applies to all students and, again, is more effective when shared with individuals with different interests and career aspirations.

Student teachers should constantly be reminded of the ethical base for practicing the profession of teaching. In teaching, the pupil is the client, and the relationship between teacher and pupil is a privileged one. Techniques and methods can help the teacher to enhance the learning of the pupil, but more important is professional judgment based on intellectual skills and a humanistic value system--both the acquisition of a liberally educated person (Bok, 1982).

Independent liberal arts colleges are able to meet these goals in large part because of the integrated environment of their campuses. With a relatively small student body, communication among students and faculty occurs in a variety of curricular, extracurricular, and social settings. A body of research indicates that residential colleges have a greater impact on the intellectual and personal development of students than commuter campuses (Chickering, 1974). Further, research studies on the college experience affirm again and again that an influential factor in the intellectual and emotional development of students is the peer group (Feldman and Newcomb, 1969; Hearn and Moss, 1976; Chickering, 1969; Chickering et al, 1981; Pace, 1979). Students' value systems and motivation, as well as their integration and synthesis of knowledge, depend greatly on the peer group norms prevailing in the campus environment. Thus, the constituency of the peer group becomes crucial in creating a stimulating environment in which learning can take place.

For the most part, liberal arts colleges admit students on the basis of general academic criteria, making no allowance for the career goals of any specific applicant. (Those institutions that do so do a disservice to themselves as well as to professions.) If admission is to the institution, then the intellectual and academic level of students seeking teacher certification in liberal arts colleges may not differ from students in any other major. The department of education need not serve as a "dumping ground" for those of lesser academic ability or those rejected by other departments; students pursuing teacher certification can represent a cross section of the college's total enrollment.

The impact of equalized ability on peer learning and motivation is profound. Weaker students learn and receive encouragement from stronger students; stronger students learn how to teach weaker ones. Strengths and weaknesses balance within the peer group.

The other major source of intellectual and personal development in college students is faculty-student relationships. According to Astin (1977):

> Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or indeed any other student or institutional "characteristic." Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even administration of the institution (p. 223).

Astin's studies on students reveal further that positive student-faculty relationships occur more often in small liberal arts colleges (pp. 183-184). He also states that while "teachers' colleges produce high satisfaction with student relationships," they also produce "low satisfaction with student-faculty relations, classroom instruction, and intellectual environment," (p. 185).

Advising exemplifies another strength of the liberal arts-oriented teacher education program. With smaller numbers and greater opportunity to observe student behavior, advisors are able to monitor and continually offer encouragement, praise, and constructive criticism. Thus students who continually demonstrate weaknesses that cannot be overcome through the program's offerings may be encouraged early to investigate other career options.

Many educators think that five years is the most desirable length in preparing teachers. This would allow ample time for a liberal education, subject mastery, and the art of pedagogy. Realistically, because of the low salary structure offered to teachers and the tradition of the four-year program, most teachers must acquire all these components in four years. The balance among them occasions many arguments between those who favor more specialized technical training for teachers and those who support a broader subject-matter approach. Mayhew (1971) argues that at least half of the undergraduate course work for professionals should be taken in liberal and general studies, with one quarter focusing on professional methods and another quarter dealing with cognate areas. Liberal arts colleges typically strive for this balance.

Professions such as teaching that are over-burdened with state requirements for certification continually struggle with the ideal versus the practical. Departments of education in liberal arts colleges are committed to the goal of a broad general education, but must comply with state regulations. Even though state certification standards constitute only

minimum requirements, they have become more restrictive in an effort to improve the quality of education. In elementary education, methods courses dominate the state certification requirements. Here, again, there is overemphasis on the technical or "how to" skills of teaching, rather than a quest for knowledge, learning, and shared education. The liberal arts college tends to focus on education as a liberating and shared experience rather than a "how to" profession. According to Travers (1980, p. 129), "When students have received first-rate training in traditional academic majors, high-quality education courses can serve to synthesize, rather than subvert, their liberal arts experience."

In addition to all the responsibilities of conveying knowledge to students, teachers (particularly elementary) significantly affect students' attitudes toward particular subjects (Aiken and Derger, 1961; Peskin, 1965; Greenbalt, 1962). Most students have decided by fourth grade whether they dislike or like subjects such as mathematics or science (Aiken, 1976). If we have teachers who are strong in these areas, it seems likely that students will develop positive attitudes toward mathematics and science. The small liberal arts college is capable of providing this subject matter mastery for potential teachers so that they may help their students develop positive attitudes toward various subjects.

In conclusion, 80 percent of the public polled in 1982 (Gallup, 1982) stated that schools are extremely important to one's future success. If schools and education are perceived as being this important, then the quality of our present and future teachers must be excellent, not mediocre. The responsibility of education for excellence is, in part, that of the colleges. We feel that the liberal arts college does pursue excellence as defined by the National Commission on Excellence in Education: "Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them." High expectations and goals as well as methods to obtain them are part-and-parcel of the liberal arts college. We feel that the small liberal arts college experience is an asset for any person desiring to become a future teacher.

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PRIVATE TEACHER EDUCATION:

PROFILES AND PROSPECTS

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Prescriptions for improving elementary and secondary schooling abound. Motivated by declining test scores and relative weaknesses among American students in science and mathematics, blue-ribbon commissions and academic researchers in the past five years have profferred lists of critical variables warranting educators' attention. Frequently they list the quality of teachers as a matter worth considering. When teaching ability is the issue, critics naturally direct their remedies to the agencies presumed to control the quality of teaching personnel, namely, teacher education units in institutions of higher education.

In controversies involving teacher education, specifications for reform all too often ignore the differences among schools, colleges, and departments of education (SCDEs). Teacher educators are well aware that SCDEs vary in size, selectivity, governance structures, and institutional settings. Faced with competency- and content-based panaceas, however, those seeking to diagnose and treat ailments in teacher preparation often direct their prescriptions toward institutions preparing the largest number of teachers: the SCDEs in large public universities. In assuming this common denominator, plans for credentialing reform often ignore the ramifications for SCDEs in private, liberal arts colleges and universities.

This paper discusses the status and likely future of teacher preparation in private colleges and universities, taking into account the conditions created when a profession is virtually under siege. Drawing on survey data from nearly 200 private SCDEs, the first section of the paper highlights the similarities and differences that characterize this sample of teacher education units. The second section of the paper centers on social and professional pressures of growing importance to teacher education and considers the effect that common characteristics among private SCDEs may have on their ability to survive in a period of active reform. The closing section of the paper presents a set of strategies that private SCDEs can adopt immediately to mitigate the particular difficulties they encounter when demographic, bureaucratic, and social conditions change. The paper ends by identifying characteristics shared by most private liberal arts colleges and universities that will stand them in good stead if the education profession and education critics turn their rhetoric into a serious quest for excellence.

Common Ground and Significant Variations in Private Teacher Education

The heritage of teacher preparation in private colleges and universities has been only sketchily documented, and the knowledge base about current practice is no more advanced (King, Wimpelberg, and Nystrom, 1984). Therefore a survey was conducted in 1981 to gather information on the characteristics and conditions of such SCDEs.[1] A questionnaire went to over 400 private colleges and universities that offered teacher education, and nearly half of those polled responded with complete and usable information.

Among the 196 SCDEs responding to the survey questionnaire, almost two-thirds (62%) are situated in religious-affiliated institutions. Most respondents are in SCDEs and institutions of relatively small size: 92% of the SCDEs have 20 or fewer faculty, and 88% of the "host" institutions have student bodies with fewer than 5,000 students. About half (52%) are in undergraduate colleges that offer no graduate degree programs. Nearly 70% of the responding institutions are located in the midwestern and southeastern regions of the United States.

Contrary to historical tendencies among the predecessors of this group (Woodring, 1975), virtually all SCDEs in private institutions prepare teachers for elementary as well as secondary school positions, and in roughly equal numbers. Further, among those SCDEs offering graduate degrees, only 14% have M.A.T. programs, once a trademark of the private liberal arts university; the M.A. and M.Ed. degrees are now the more usual offerings. Most SCDE representatives (80%) say that their colleges and universities value teaching and supervision as the most important activities for academic faculty; the remaining institutions (20%) give top priority to research, professional organizational involvement, or program development. Less than half (41%) of our sample report that they receive outside funding for research or training support.

Concerning their organizational structures and institutional relationships, the smallest SCDEs in our sample tend to be organized as "departments" (60%) within the liberal arts or social science complexes of their supporting institutions; somewhat larger SCDEs function as separate "schools," "colleges," or "divisions" within their institutions. Almost all (90%) of the SCDEs that responded to our questionnaire involve non-education faculty in their programmatic decision-making or teaching, and 51% have faculty who hold joint appointments in other divisions of the institution. These results accentuate the small size of the typical SCDE in a private institution and demonstrate the ways in which faculty in these settings must interact with other academic members and units to maintain teacher preparation programs. In fact, the SCDEs in more than one-quarter (26%) of the sample serve only a certification function and reinforce the liberal arts orientation of their institutions by requiring the teacher candidate to major in a non-education discipline.

Although the vast majority of our respondents express no particular concerns about their continued existence, 13% of the sample describe a special tenuousness in their situations, reporting that their existence within the college or university had been threatened in one way or another during the past ten years. Of course, this one-in-ten proportion would not include the known cases of private institutions where teacher preparation had already been eliminated prior to our survey.

In summary, the characteristics that appear to distinguish these private SCDEs are their small size and extensive integration into the undergraduate liberal arts structures of their host institutions. Nine out of ten respondents in our survey had 20 or fewer faculty and were situated in colleges or universities with fewer than 5,000 students. Size obviously affects the second dominant characteristic of these SCDEs, namely, the close

relationship they maintain with the liberal arts complexes in their institutions. Size, as much as any other factor, can account for their organizational structuring as departments rather than "schools" or "colleges" of education and can influence the extent to which they rely on non-departmental faculty or joint appointments to staff their programs. The fact that 26% offer no undergraduate major in education is further evidence of a strong academic or curricular orientation toward the liberal arts that characterizes a significant portion of these institutions.

With this empirically based profile of the private SCDE in mind, it is possible to take an informed look at the potential impact of present and future social and bureaucratic pressures on the functioning of teacher education units in private colleges and universities.

Forces in the Future of Private Teacher Education

No institution is an island, and, just as society affects the behaviors and interactions of individuals, so social context influences the functioning of institutions. Today's society presents at least four major conditions with which teacher education must contend: 1) demographic and economic realignments that affect the numbers and characteristics of pupils in elementary and secondary schools and students in schools of education; 2) a generalized public outcry over perceived declines in the quality of pre-collegiate schooling that tends to undermine the positive accomplishments that can be claimed; 3) equity ramifications of governmental activity since the Great Society era; and 4) revolutions in the state of theoretical and applied technologies that change the substance and methodologies of instruction. Each of these conditions is affecting and will continue to affect teacher education in general, but SCDEs in private colleges and universities will have to muster special ingenuity and resilience if they are to remain a vital part of the professional preparation of teachers.

Demographic and economic trends. The most obvious and, in some respects, potent forces impinging on teacher education are demographic and economic trends in the United States. That teacher education has historically expanded in direct response to market conditions is a well known fact. As Smith puts it:

> From the very beginning of pedagogical education the policy of colleges and universities has been to produce teachers to fill jobs, rather than to produce quality personnel. . . . Faculties of pedagogy thus increased in size with each new demand for teachers. Big enrollment, big faculties, big production--that is the tune to which pedagogical schools have danced throughout this century (1980, p. 39).

It follows logically that smaller enrollments generate smaller faculties and smaller "production," and this is the new melody for which SCDEs must now design their choreography. Enrollments in all elementary and secondary schools began their decline after 1970 and are predicted to "bottom out" in

1984 at a level 14% lower than the peak year (Golladay and Noell, 1978). During the period 1975-1984, the numbers of public school teachers will have declined by about 13% (Frankel, 1978). And neither enrollments (birth rates) nor teaching positions is expected to increase dramatically in the next two decades. Thus, college students who choose their career preparation based on a public perception of market conditions are correctly opting out of teacher training.

The few areas of teaching that are presently immune to conditions of oversupply are mathematics, science, and special education, as well as positions in urban school settings. These pockets of job opportunities, however, are not sufficient to generate a new cohort of future teachers because of a second factor that impedes the teaching career field--its persistently low professional status. Already characterized by "shadowed respect," low internal mobility, low starting salaries with limited ranges for higher earnings, and potentially high occupational stress (Lortie, 1975), the profession has been besmirched by recent journalistic exposes of the least competent role models and depressed by public reluctance to put more resources into tax-supported schools. Furthermore, women, who have long been the mainstay among teacher certification candidates, now have more societal deference and some political protection that allow them to expand their career options (Wimpelberg and King, 1983). In the end, whatever the demographic and economic reasons young adults now by pass teaching careers, all SCDEs and much of the interested public know that candidates for teacher certification are significantly fewer than in the recent past, and the average academic ability of those who do choose education is both lower than in the past and also at or near the bottom of averages for most undergraduate fields of study (Weaver, 1981; Kerr, 1983).[2]

While decreasing job opportunites and enrollments have their impact on all SCDEs, the problems they pose for private teacher education are compounded by the institutional characteristics common to a large portion of these settings. As private higher education feels the pinch of tight money, the most financially troubled are deciding to save dollars by eliminating the expense of their field-based teacher education units, especially when student enrollments in such programs are already in decline. This action is often joined, in the more selective institutions, with a conscious effort to recruit the "real" pre-professional candidate who aspires to the higher paying and seemingly more plentiful jobs in law, medicine, and engineering.

Even when financial troubles do not indicate that a teacher education program must be terminated, reduced enrollments call for reduced numbers of faculty, and, as our data show, reducing faculty is tantamount to ending the program at many private colleges and universities. As reported earlier, 92% of the SCDEs responding to our survey questionnaire had 20 or fewer faculty members in 1981: In the context of declining enrollments it is even more pertinent to realize that almost 50% of our sample SCDEs had <u>five</u> or fewer faculty members. Under these conditions, teacher education programs not only miss out on economies of scale that might make education units look better in an institutional cost/benefit analysis, they may even fall below some numerical "critical mass" necessary to sustain their operation at any level

of activity. Private SCDEs in our sample, then, appear to have little or no slack through which they could absorb the kinds of reductions that demographic and economic trends are imposing.

Public outcry over educational quality. A second factor currently affecting education is the prevailing negative attitude of the public toward the quality of elementary and secondary schools. Whether they present an accurate assessment or a rhetorical exaggeration, commentators from many corners declare that inferior schools have made ours a "nation at risk" and our less-than-learned students the helpless products of a "rising tide of mediocrity" (National Commission on Excellence in Education, 1983). Citing high rates of illiteracy and average SAT scores in fairly persistent decline, the nay-sayers and dooms-dayers have all but drowned out any equivocal readings of what schools in general and public schools in particular have accomplished; among the notable exceptions are Cohen and Neufeld (1981) and Flowers (1983).

Growing dissatisfaction with the quality of schooling has pointed accusing fingers at classroom teaching and the standards by which classroom teachers are prepared for their professional work. In the past decade or so, three kinds of educational institutions and agencies have attempted to respond to these sources of complaint by adding or altering requirements for those who are pursuing the state teachers' certificate. State departments of education, the National Council for the Accreditation of Teacher Education (NCATE), and individual SCDEs in colleges and universities have recommended and adopted changes. Although their effects on school learning are not yet measured and may not be measurable in discrete terms, their individual and composite effects on private teacher education may turn out to be unreasonably burdensome. Consider each group and its remedies in turn.

In state capitals around the country, state departments of education have responded to public dissatisfaction with several reform measures: adding a pre-certification objective test like the National Teachers' Examination; establishing or raising minimum grade point averages for admission to and retention in teacher education programs and for obtaining a certificate to teach; and adding subjects (such as methods in remedial reading and teaching the learning disabled) to the teacher-candidate's course of study. While certain of these changes affect public and private institutions equally (all students, for example, must maintain newly adopted minimum GPAs), and while private SCDEs should have no objection to higher grade point criteria for admission and retention, private SCDEs may find it more difficult to add new courses and requirements to their certification programs than do public SCDEs. There are two reasons for this: 1) with typically small faculties, private SCDEs can only handle the addition of a new course by increasing the teaching and supervision load of its existing members; and 2) in those schools without an education major per se, adding more courses that fulfill no degree requirements may discourage students from even attempting to complete certification coursework over and above the requirements for their liberal arts major.

Recent tightening of NCATE accreditation standards have taken forms parallel to the actions of state departments of education with equally difficult consequences for the private teacher education unit. As Tom (1981) has pointed out, previous NCATE standards seem more geared to large, public SCDEs than to their smaller private counterparts. Examples of "extra-curricular" NCATE standards with which private SCDEs may have difficulty are the requirements for holding extensive and updated instructional materials for all subject areas and grade levels and providing prescribed levels of field supervision to student teachers. To the extent that NCATE or state accreditation agencies become increasingly serious about applying more elaborate and costly standards, private teacher education units could suffer disproportionately.[3]

Teacher education programs themselves have also responded to public dissatisfaction with the schools. Two programmatic innovations--the competency-based teacher education (CBTE) movement and the growing interest in requiring a fifth-year of pre-certification preparation--have gained momentum from SCDEs' desire to produce better teachers. Nevertheless, both reforms create special problems for private teacher education. The competency-based approach to teacher education necessitates advanced specification of exact behavioral learnings that are, in many ways, antithetical to the tenets of a liberal arts education. For this reason, CBTE programs may be philosophically inappropriate and practically unworkable in many private SCDEs. The fifth year notion, while entirely appropriate for the private SCDE, may falter for another reason: Students and parents who are willing and able to pay higher private school tuitions for four years may balk at increasing their undergraduate expenses by 25% by adding another year of study. When financing is at issue, some students may have to opt for public teacher education or choose to leave the field altogether.

Public dissatisfaction with the quality of teaching in elementary and secondary schools has been met with a variety of creative and well intentioned efforts to improve the preparation of future teachers. The matter to be underscored here is the potentially injurious consequence of policy and procedural reform in teacher certification for private teacher education if such reform does not accommodate the small size and liberal arts orientation characteristic of many private SCDEs.

Equity issues. As one of the most influential institutions in society, the American educational system has always functioned to some degree as an instrument of cultural transmission. Since the 1960s it has assumed additional responsibility in American society as a primary vehicle for redistributing educational opportunities. Public Law 94-142, Title VII of the Elementary and Secondary Education Act of 1965, and the Supreme Court decision in Lau v. Nichols--these and other actions of government inspired by civil rights lobbying and litigation have required educators to attend, at least to some degree, to the status of equal opportunity in schools. The manner in which educators and educational bureaucrats tend to convert social philosophy, however humanitarian and compelling, into institutional practice is problematic; and, as suggested before, reform from external sources poses a particular set of dilemmas for the private SCDE.

Under any circumstances, implementing an ideology can be fraught with complexity (Seidman, 1983), and translating the concept "equal opportunity," vaguely defined, into specific knowledge and practice for teachers has been difficult at best. The response often required by enabling legislation, bureaucratic regulation, and professional standards translates into new courses, certifications, and endorsements coupled with a proliferation of new sub-specializations, such as bilingual education, multicultural education, and special education. Practical accommodations of social reform among teacher preparation units tend to imply expansion in the operations of the SCDE. If, for example, a state department directive or professional standard requires the SCDE to develop in future teachers an ability to "identify cultural backgrounds of students and interpret impact on learning" (American Association of Colleges for Teacher Education, 1983), the SCDE must either employ new faculty or provide released time in order for old faculty to "retool." Both propositions cost money, and without new resources the teacher education unit must impose the new responsibilities on current faculty. As we have asserted before, private SCDEs that are typically small in size and tenuous in institutional role have the least latitude for expansion and the most difficulty incorporating newly acquired responsibilities into the duties of existing faculty and staff.

Technological advances. A fourth factor affecting American education is the exponential growth of theoretical and applied technological knowledge. Curricula must be created for subjects that never before existed; in more traditional subjects, curricula must be extensively revised; technological applications in the form of calculators, videotape and videodisk equipment, microcomputers, and eventually robots will have to be well understood and thoughtfully integrated into the instructional repertoire of classroom teachers.

While this factor undoubtedly affects every teacher education unit, public or private, it can deal the private SCDE a particularly hard blow for many of the same reasons already enumerated. The smaller, fixed numbers of faculty in private SCDEs face the expanding knowledge base with little likelihood of adding positions to their own divisions or ensuring the hiring of an appropriate academic faculty in the sciences or mathematics divisions on campus in order that the technological areas of study be well represented in the preparation of future teachers. To some extent, private liberal arts colleges that hold to rigorous standards in the undergraduate curricula may have the partial assurance that teacher candidates are getting a reasonable, basic introduction to the sciences and mathematics; however, such an introduction cannot be taken for granted. What may be the most critical and insurmountable obstacle for the small, private SCDE is the enormous expense incurred in the equipping of a comprehensive and continuously updated laboratory of classroom technology.

Remedies

Both the data analyses and futurist speculation discussed above suggest that the factor of size may present the greatest potential challenge to the majority of private SCDEs. Although declining numbers of teaching positions

and undergraduate teacher candidates will force all SCDEs to reduce faculties, the smallest private SCDEs may be in the most serious danger. When curricular additions and increased fieldwork commitments for SCDE faculty are advanced as the best correctives for poor teacher preparation, faculties in the smallest private SCDEs can easily become overtaxed and too thinly spread among competing demands on their time. When money is the sine qua non for stocking laboratories with the latest learning and teaching technologies, the smallest teacher education units, such as those in our sample, seldom command external funding or the kinds of institutional attention that allow them to make claims on appreciably larger budgets.

Finally, in those teacher education units where survival is already an issue (13%) and where institutional imperatives for scholarly productivity and professional activity outweigh the value placed on teaching and training (20%), any pressures that injure the SCDE's capacity to generate students or require the expansion of its resources for teaching and training pose a dilemma: either to further jeopardize its viability within its host college or university or to invite disfavor from its professional and political communities.

If teacher education programs in private settings are to survive the pressures of the current decade and grow into the 21st Century, viable solutions must be found for addressing the problems these pressures raise. There are no magic remedies and few uninvented programmatic wheels. Nevertheless, four responses, already extant, come to mind as short term means to the long-term survival of the private SCDE.

The first such response is to petition for special treatment on behalf of all or some private teacher education units. Based on the proposition that private liberal arts colleges and universities offer certain advantages that are worth preserving for teacher education (Travers, 1980), the "special treatment" approach would ask certifying and accrediting agencies to differentiate among SCDEs and their host institutions when revising the regulations that direct the preparation of future teachers. A recent position paper from the Council of Chief State School Officers, in fact, worries about the effect of expanded certification requirements on the future of private teacher education and advises its members in state accrediting bureaus to consider special treatment for private institutions (Scanlon et al, 1982). Of course, this response has no validity unless the petition for special consideration is based on undeniable strengths, such as exceptional ability among the SCDE's students or specified qualities in the SCDE's programs that would override the bureaucratic requirements to which the SCDE wanted to object.

A second, complementary strategy to the plea for special treatment would have private SCDEs join forces with like-minded public institutions in order to monitor new proposals for regulatory reform (particularly from state bureaus) and attack, in concert, those that appear to be misguided from the perspective of the teacher educator. This strategy requires a kind of political activism on a scale unknown to many private SCDEs and may well involve a degree of cooperation some private SCDEs are unused to pursuing with their public counterparts. Nevertheless, its judicious use could have considerable payoff.

A third short-range response comes from a different use of consolidated efforts. Endangered private SCDEs can form consortia and other cooperative ventures with peer institutions to join their personnel, material, and programmatic resources. Combining faculties, resources, and students may allow for the accumulation of the necessary "critical mass" to keep such programs functioning. Of course, the success of collective arrangements depends upon a set of contingencies, all of which may be critical to the viability of the entire strategy: 1) that more than one institution have an incentive to develop cooperative procedures; 2) that administrators outside the SCDEs approve of the venture when tuition fees and academic credits are involved; and 3) that the cooperating SCDEs work out a shared system of accountability that ensures a quality of output necessary to satisfy their host institutions, state certifying bureaus, and regional or national accrediting agencies.

The fourth response encompasses a range of activities to increase monies available for teacher training in private settings. Among these efforts would be arranging for state tuition grants to private institutions, particularly in areas of greatest need (e.g., science and mathematics, special education); raising soft money to create special training programs that meet the interests of funding agencies and industry; and special solicitations to create separate SCDE funds for recruitment of students and for financial aid.

In the end, the potential efficiency and effectiveness of the four responses outlined above may be compromised by the requirements they would place on the private SCDE just to be attempted and, ultimately, by how little they may have to do with fostering true educational excellence. In practical terms, any strategy that engages the time of faculty members in small private SCDEs in a manner that takes them away from their professional interests and direct involvement with teacher preparation has a built-in limitation. Teacher educators in small departments already spend a considerable amount of time negotiating state regulations, supervising students in the field, and coordinating the interplay between certification and degree requirements. These kinds of managerial work can fall heavily on individuals in small departments where there are relatively fewer people to share the burdens. In the short-range, responses make further demands on faculty time--for example, in writing funding proposals, organizing information/lobbying meetings with state department personnel or legislators, synchronizing the participation of a few departments in a consortium arrangement. Thus, the SCDE undertaking the effort must assure itself that the benefits it anticipates will outweigh the costs in individual time and energy. A second efficiency criterion would require that the costs spent in pursuing a given strategy of resistance be less than the costs associated with simply accommodating the new regulatory mandate. The kind of calculus implied in considering benefit/cost ratios of these sorts can make conceptual sense but, unfortunately, can elude practical application.

Perhaps a more important consideration is that the kinds of regulations, standards, and pressures private SCDEs are encountering and seem likely to face in the short term may have little or nothing to do with promoting true educational quality. When this proves to be the case, the best prospects for

the private SCDE, in an age of public and professional clamor for reform, may be to combine the most efficient use of the four reactive strategies outlined above with an active discussion and advocacy of educational excellence based on the unique contribution private SCDEs are in a position to make.

Beyond the Rhetoric of Excellence

The prospects for an increasingly central role for private teacher education can be linked to the national quest for educational excellence. Such a connection depends on the quality of students admitted to the preparation program and the academic characteristics of the entire undergraduate program of study to which those students are exposed, within and outside of the SCDE. If good classroom teachers need to have a facility with language, a breadth of knowledge, an analytical capability, as well as training in the best general and specific methods of the teaching craft, students who emerge from college with these characteristics will be ideal candidates for the teaching profession. State and federal educational bureaus, if not legislative branches of government, would be hard-put not to facilitate their entry into the field. While every college and university has a certain number of academically talented students and can provide the programmatic means for them to gain a strongly liberal education, it is the typical private SCDE that has inherent advantages for identifying and preparing significant numbers of such teacher candidates.

The first advantage is that, in contrast to their public counterparts, private SCDEs can often have more selective admissions standards. To the extent that the private college or university admits all students on a selective basis, the private SCDE already has access to a better-than-average pool of talent. But equally important, it is the private SCDE that has the opportunity, if not the responsibility, to hold high standards for those students accepted into teacher education programs. When a private SCDE can show evidence of selectivity and high standards, its opportunity to use the four short-range strategies effectively will increase, and, among those strategies, its access to student support monies--a likely element in the reforms that will emerge from the current criticism of American education--will increase most of all. While this assertion smacks of idealism, it is not unrealistic to expect that educational reform in the next few years will lead to an "NDEA of the '80s," and, as a result, the private SCDE will be in a position to attract able students to its college or university because it can offer tuition support.

The second characteristic advantage associated with a significant portion of the private SCDEs in our survey is a strong orientation toward the liberal arts. We would assert that this kind of orientation will prepare teachers who can better educate the next generation of Americans. Of course, most teacher education units stipulate that their students get some exposure to a general curriculum; state certification requirements demand this in any case. But where teacher education coexists or is integrated with the liberal arts--as in those institutions, for example, where education is a department in the liberal arts, where faculty share joint appointments and advise the education department on program and curricular content, or those where students are required to major in a subject matter discipline rather than

education--future teachers may acquire knowledge and attitudes that separate them from the graduates of more "professionally" oriented programs. When future teachers have committed a major portion of their undergraduate studies to mathematics, the natural sciences, humanities, and disciplinarily grounded courses in the social and behavioral sciences with faculty educated in the basic traditions of those disciplines, we can expect that they will bring an incomparable wealth of perspectives to the classroom. In a world where technological change and the balance between scientific and humanistic endeavors requires adaptability and critical perception, the liberally educated teacher is indispensible.

In the final analysis, the small size typical of many private SCDEs can become irrelevant to their prospects for survival and the contribution they can make to the quality of American education. We assert that private teacher education will serve itself and the profession best by first pursuing its own excellence through selectivity and high standards in the admission of students to teacher preparation and by exploring, implementing, and advocating the development of richly liberal undergraduate preparation for its teacher candidates. Once these internal conditions are well established, any private SCDE, regardless of size, will be in a position to pursue short-term strategies effectively in the face of today's social and bureaucratic pressures. And private teacher education will be able to take a leading role as an exemplary participant in current and future quests for educational excellence.

NOTES

1. For a full discussion of the survey results, see King, Wimpelberg, and Nystrom, 1984; Wimpelberg, Nystrom, and King, 1984; and Nystrom, King, and Wimpelberg, 1984.

2. The link some have inferred between declining quantity and quality of education students is questioned by some scholars (see Flowers, 1983).

3. We must mention in this context that the complexities of the NCATE accreditation procedures have resulted recently in a movement to simplify the Standards and process for all SCDEs (see Education Week, July 27, 1983, p. 3). It is possible that such changes would provide the appropriate flexibility required to validate teacher education in private settings.

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SMALL COLLEGES AND EDUCATIONAL CONSORTIA:

THE BELOIT EXPERIENCE

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Introduction

Small independent liberal arts colleges in the United States display fierce pride in what they do well. They frequently try to avoid over-extending themselves in order to maintain a personal touch. Small size is their asset in a culture where largeness and growth are signs of success and influence. However, members of these faculties occasionally lean back in their chairs and wistfully reflect, "Oh, what we could do if we were larger...not enormous, but just a little bit bigger than we are."

The Beloit College Department of Education has ranged in size from three to five faculty members during the past two decades, and its aspirations have always been beyond its resources. Perhaps this situation would prevail regardless of size, but, in fact, the department's reach has generally exceeded its grasp. Fortunately, educational consortia of various kinds have helped Beloit. Beginning in the early 1960s and continuing to the present, the Beloit Department of Eduction has joined four consortia. Three are well established; one is still in its developing stages. All enable the department to build on its existing strengths. None takes away the autonomy of Beloit or other member institutions. Each is built on a system of governance that depends on the driving force of a small number of visionaries who can inspire enthusiasm and hard work in others.

The Consortia

The Wisconsin Improvement Program (WIP).[1] WIP began in the late 1950s. Initially it was an alliance of the University of Wisconsin (Madison), several Wisconsin school districts, and the Wisconsin Department of Public Instruction. Its major purpose was to turn "...yesterday's dreams into today's opportunities." WIP set out to voluntarily improve teacher education through the combined strength of its members in the wake of Sputnik and with the help of a Ford Foundation start-up grant. Particular emphasis was given to (1) the improvement of "clinical experiences" (then used to refer to practice teaching only), (2) the desirability of a five-year program in teacher education, (3) the development of teacher internships, (4) better utilization of certified personnel in local school systems, (5) the addition of non-certified personnel in school systems (e.g., teacher aides, technicians, instructional secretaries), and (6) increased utilization of learning equipment (e.g., television, self-teaching machines, and programmed learning materials (Wisconsin Improvement Program, 1962).

In 1964 Beloit College became the first private institution to join. Immediately, several of the goals of the consortium meshed with or paralleled the priorities of the Education Department. As a result, an expanded resource base was created for the College. Just as quickly, Clarence Von Eschen of Beloit became an active idea generator and worker for WIP. The

"intern-in-team" concept emerged as the most useful component of the consortium for Beloit, and ultimately became the most enduring feature. Specifically, a college intern becomes a paid staff member in a team at a consortium school. All interns pay tuition to their respective college/university; the school district pays the interns. In Beloit's case, the internship is the culminating experience of several clinical and student teaching placements in various schools during the five-year MAT degree program. The consortium serves as a placement center for both colleges and schools as well as a developer of inservice presentations.

The Associated Colleges of the Midwest (ACM).[2] The ACM is a consortium of 13 small private colleges[3] that vigorously support quality education. Since its beginning in 1956, ACM has become "...a vehicle for administering and promoting joint academic programs, sharing of research and information, faculty and staff professional development, and intercollege support services," (Neff, 1981). Like WIP, ACM attempts to cooperatively offer off-campus academic programs that cannot easily be provided by the individual institutions. While the complete offerings of the ACM are extensive, the Beloit College Department of Education is primarily involved with the Urban Education Program centered in Chicago.

The ACM Urban Education Program gives student teachers the opportunity to work within the diverse educational setting of Chicago. Chicago's schools cannot be easily stereotyped. They include inner-city and suburban student bodies as well as traditional and experimental approaches. Classes may be found in virtually every subject and in dozens of languages. Students from Beloit go to the ACM program in Chicago and become a part of a community of educator-scholars from kindred institutions. They plan seminars and workshops together with staff members; they join in teacher consultation groups; and they work on individual projects.

The Overseas Teacher Education Consortium.[4] This consortium places students in foreign settings where they practice-teach. From its beginning in 1970, Ross Korsgaard has been the driving force. He has developed a program whereby other institutions can utilize his contacts and expertise in order to provide placements in the United Kingdom, Republic of Ireland, Australia, and New Zealand. Each member institution pays a fee per student to the Consortium. This fee generates funds for administration, development, honoraria, and travel for representatives of member institutions. A faculty member making a supervisory visit travels to schools which are hosting students from various consortium institutions. The Beloit College Department of Education uses this consortium to complement an active overseas student teaching program of its own.

The Wisconsin Consortium for Evaluating and Improving Professional Preparation Programs for Teachers and School Personnel (The "Wisconsin Consortium").[5] The Wisconsin Consortium is in its developmental stages. Its main purpose is to improve the quality of teacher preparation programs by providing a new model for external review. The founders of the Consortium look upon present state, regional, and national accreditation efforts as incomplete, since these efforts concentrate primarily on minimum standards. The Wisconsin Consortium will emphasize innovative and unique approaches to

professional preparation. Also, the Consortium will act as a clearinghouse of information about program strengths manifested by the various member institutions. Exemplary programs will be observed and described so that their practices can be used or adapted by other institutions. While the Consortium sets out to develop a network of information, it also intends to research processes and procedures used in evaluating programs. The Wisconsin Consortium idea was largely developed by the membership of the Wisconsin Association of Colleges for Teacher Education (WACTE). Like WIP and the Overseas Consortium, the Wisconsin Consortium contains small colleges as well as large universities. Twenty-four of 31 Wisconsin institutions are members, including 11 of the 18 private colleges.

Gains and Losses: Effects of Consortia Membership

The Beloit College Department of Education has been an active participant in each consortium discussed above. By virtue of the department's involvement, the college can offer students variety, quality, and pay as part of their course of study. Beloit faculty can participate in WIP school inservice programs as presenters and can invite consortium members to be a part of presentations at Beloit. Three of the four consortia involve institutions of all sizes; the ACM consortium is limited to small colleges such as Beloit. Each consortium began as the result of the creativity of one or a small number of educators. Their ideas spread because of mutual needs and a willingness to share possibilities, as well as programs that have been a part of a single institution.

The city of Beloit, Wisconsin, is a microcosm of America, with many of its problems and possibilities. The same can be said about Beloit schools. The college is fortunate to be located in a community that provides such heterogeneity. However, the population is less than 50,000, and while Beloit may mirror the nation in some respects, it cannot provide the diverse cross-section of students and faculty that a large urban school system can. The ACM Urban Education Program offers this extended view. Of the thirteen ACM institutions, only Macalester in St. Paul and Lake Forest in suburban Chicago are part of population centers. The consortium allows all member colleges to benefit from the educational diversity that Chicago provides.

The addition of student teacher placements through the consortia not only provides diversity but also works to guard against the "wearing out of one's welcome" that can result from repeated placements in a limited number of schools.

These gains are not without some disadvantages. All of the distant placements diminish the college's first-hand contact with the students. For example, students from Beloit are supervised solely by ACM faculty, often without an on-site visit from the Beloit counterparts. Beloit faculty do make regular supervisory visits to all MAT interns and to about 90 percent of the overseas student teachers, but the contact is not as close as if the students were on campus.

Just as contact with students is more difficult when they are far away, communication between the home campus and teachers in the consortium schools is often by letter or telephone. This is not the same as a close working relationship with elementary or secondary teachers who can visit the campus as well as play host to the college faculty.

Also, expenses increase for some off-campus programs. Travel costs for supervision of MAT placements throughout Wisconsin and into parts of Illinois and Minnesota are more than for supervision in the area near Beloit. Furthermore, the cost of the ACM-UEP semester is borne by way of an agreement whereby a member college pays a fee to the consortium for each participating student while the student pays tuition directly to the college. (The consortium fee is an average of the 13 tuitions charged by member institutions.) In times of intense competition for students, some argue, "Why should we send them away and, in effect, give up the tuition once we have them here?"

The gains from consortium participants clearly outweigh these disadvantages, however. Both faculty and students obtain a broader view of what education offers. Students have choices from a variety of schools and geographical settings. Beloit people can regularly visit as well as host colleagues from the various consortia. The college curriculum grows and becomes stronger.

Guidelines for Developing New Consortia

Some common themes emerge as one analyzes the success of the various consortia. First, a wide variety of potential ideas must be shared early without premature criticism, parochialism, or defensiveness. This openness leads to a fuller appreciation of the mutual benefits or difficulties and aviods petty idea-squelching that can short-circuit emerging ideas.

Next, seed money is important but not mandatory. Both WIP and ACM began with substantial grants, and then worked out ongoing fiscal arrangements once the consortia were established; the Overseas and Wisconsin Consortia began with no outside funding. Mutual in-kind contributions are necessary, however. Members must contribute time, support, and ideas without any expectation of direct compensation.

The present executive secretary of the Wisconsin Improvement Program notes that, "Success can be attributed to fulfilling a need. Our school clients will always have a need for a professional staff, and the internship is a flexible option to fulfill this need." The director of ACM-UEP also emphasizes the necessity of being aware of the needs of constituents, both the colleges and the schools. This consortium's recent program developments include responses to the linguistic and cultural dimensions of changing urban populations. Furthermore, she notes how a consortium can become a part of an even larger network. For example, the Urban Education Program has linked up with area studies outreach centers, cultural agencies, and global issues organizations, all of which further increase the resources available to students and experienced educators.[6]

Founders and active participants recognize these reasons for past and ongoing success, but also point out ways in which even stronger consortia can emerge. One former executive director suggests a more assertive effort to involve all members of the "professional family." He believes that departments of public instruction and school districts will always be valuable allies in an effort to develop a successful consortium. Consequently, they must be shown what a new group can do; they must become a part of the idea-generating process. While their perspectives will probably differ from those of the departments of education, their participation is usually important, if not crucial.

Another person who was involved in the early stages of one of the consortia emphasizes the necessity of an open mind. He stresses that educators who advise students must be careful not to stereotype the settings into which the students are to be placed. For example, two student teaching placements in Leeds may be significantly different from each other, and neither may be the same as a third one. He especially warns against assuming that colleagues, parents, and pupils must be different from those at home just because they live far away. The similarities may outweigh the differences, and that is a valuable lesson to learn.

Reflections from consortia leaders mention technology, needs assessments, and dependence of formal written agreements as helpful tools for the developers of new consortia in the 1980s. Furthermore, they stress that unanticipated problems and obstacles can never be totally eliminated, but imaginative colleagues from various institutions can provide a milieu for flexibility and combined effort.

Wisconsin colleges and universities involved in teacher education work together well. Public and private, large and small, they maintain an openness to ideas and problem resolution that has encouraged the emergence of yet another alliance, the Wisconsin Consortium. The key to the sustained success of these groups seems to be best summarized as "cherished competition," a term used by a consortium leader. By joining and sharing, new strengths take shape that allow each institution to maintain its individuality while learning from others.

Of course, Wisconsin is not unique. In fact. consortia may be part of the American character, as de Tocqueville implied. We derive benefits and provide services by our associations (Tocqueville, 1900). This has been the case in Wisconsin. Beloit College has profited from it. The nature of our country with its fifty separate state departments of education offers considerable opportunity for inter-institutional, intrastate, and interstate cooperation and improvement. New consortia can be a natural outgrowth of such cooperation.

NOTES

1. WIP, 427 Education Building, University of Wisconsin, Madison, WI 53706.

2. ACM, 420 West Wrightwood, Chicago, IL 60614.

3. Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf.

4. Wisconsin Overseas Teaching Consortium, Box 25, University of Wisconsin-River Falls, River Falls, WI 54022.

5. The Wisconsin Consortium, College of Professional Studies, University of Wisconsin-Stevens Point, Stevens Point, WI 54481.

6. Private communication with the author.

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COLLABORATION FOR QUALITY:

THE CONSORTIUM FOR EXCELLENCE IN TEACHER EDUCATION

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The future of teacher education has been debated recently at many of the nation's most selective liberal arts institutions (Travers, 1980). While it is gratifying to report that all of the institutions mentioned below continue to prepare teachers in state-approved programs, all have faced questions from skeptical administrators, faculty committees, and state accrediting agencies. At the center of the debate have been several issues: the appropriateness of preprofessional training in the undergraduate liberal arts curriculum; the quality and rigor of education courses; the cost of maintaining small education programs in an era of retrenchment, and the role of the state in shaping the curriculum.

Despite striking similarities in the issues raised on many different campuses, most education programs have defended themselves in isolation -- without specific knowledge of the strategies or arguments used by kindred programs to convince skeptics of the importance of maintaining teacher preparation options within the liberal arts curriculum. Now, however, education programs at one group of liberal arts institutions in the Northeast have created a forum for exchanging information and presenting the case for the special contribution they can make to excellence in education.

This article is a brief account of the evolution, concerns, and plans of this new forum -- the Consortium for Excellence in Teacher Education (CETE). It is written in the hope of stimulating like institutions in other parts of the country to take similar steps and, more generally, to inform the educational community about the issues facing education programs on liberal arts campuses.

The initiative that led to the formation of CETE came from Henry Drewry, Director of the Teacher Preparation Program at Princeton University. After talking informally with counterparts at other institutions in the fall of 1982, he proposed a meeting of education faculty from several liberal arts colleges in the Northeast to discuss common concerns and proven strategies for dealing with academic colleagues and state regulations.

On May 6, 1983, representatives from the teacher education programs at Barnard College, Brandeis University, Brown University, Connecticut College, Dartmouth College, Princeton University, Smith College, Swarthmore College, the University of Pennsylvania, Vassar College, Wellesley College, and Wesleyan University met at Princeton for a day of presentations and informal discussion. The schools represented had much in common: All were traditionally prestigious liberal arts institutions whose distinctive student populations and excellent resources afforded the opportunity to prepare truly first-rate teachers. All had secondary certification programs in which rigorous preparation in an academic discipline was considered critical to successful practice. (Some of these institutions also had elementary certification options.) All were schools with relatively small teacher education programs, with two to four full-time faculty being the norm. Finally, all were schools located in the Northeastern or Middle Atlantic states, allowing relatively easy access to one another.

Four topics were originally scheduled for discussion at the Princeton meeting; these topics concerned the relations of our education programs to:

1. Other academic departments at our institutions;
2. State agencies;
3. Local schools;
4. Each other.

However, in the end we spent most of the meeting informally describing our programs (certification options, types of courses, numbers of faculty, departmental status, numbers of students, state regulations, innovative programs, etc.), as well as sharing "war" and success stories from our programs' recent pasts. We all chuckled to discover that the majority of programs at the meeting were located in the basements of our respective institutions and nodded knowingly as several programs described what they wryly called the "challenges" that their state's accrediting process posed for their survival. A feeling of camaraderie was quickly established.

During the meeting it became apparent that the group also wanted to discuss how colleges such as ours, acting singly or as a group, could respond to the crisis in recruitment and preparation of teachers that had just been called to national attention through the simultaneous publication of reports by the National Commission on Excellence in Education and the Twentieth Century Fund. Given our select student bodies and our distinctive economic and academic resources, most participants agreed that we were in a unique position to recruit and prepare teachers of the highest quality. Moreover, many of us felt that we had a societal obligation to do so.

At the conclusion of the May 1983 meeting, tentative plans were made to form a teacher education consortium which would continue to deal with the issues identified in the day's sessions. On June 24, 1983, a planning committee met at Wesleyan University and established CETE. The consortium membership currently consists of 15 liberal arts institutions, including the 12 at the May meeting, plus Yale, Middlebury and Mt. Holyoke. To keep meetings small enough for productive discussion, total future membership is limited to these colleges, with a maximum of two representatives per institution. The group will meet annually on the campus of one of the member institutions. A coordinator, chosen from one of the member institutions, will head CETE. The position of coordinator will rotate, and each coordinator will serve for a one-year term.

The first official meeting of CETE was held at Dartmouth College on September 29-30, 1983, with Henry Drewry of Princeton serving as coordinator for the 1983-84 term. The meeting opened with a general discussion, designed to get on the table the whole range of issues with which CETE might concern itself. Questions that emerged from the discussion included the following:

A. Recruitment and Retention of Students in Education

How can we encourage our undergraduates to consider teaching for a few years or as a career? What are the incentives for entering the teaching profession? What types of scholarship aid or loan forgiveness programs could

be offered by the federal or state governments, or by business or industry, as incentives to undergraduates to consider teaching? Should scholarship or loan forgiveness programs be only for potential teachers in hard-pressed fields such as science and math or for students considering teaching in all fields? How can math and science majors combine teaching with careers in business or industry? Is it ethical to encourage students to enter this low-status, low-paying field? In what ways could conditions be improved to attract and retain graduates of our institutions? What has happened to alumni of our programs? Have they taught successfully? In what types of schools? For how long? Have they entered graduate school in education or in other fields?

B. Building Institutional Support and Information Networks

How can the case for teacher education and teaching careers best be made to liberal arts college faculties and parents? What kinds of data, written statements, informal meetings or colloquia will help enhance the status of education in the liberal arts curriculum? What types of testimony or institutional research will help persuade administrators and faculty of the desirability of maintaining or increasing the monetary resources and support given education in our institutions? How can effective links be established between education faculty and those in other departments through collaborative teaching, research or community service? What kinds of workshops or seminars could education faculty offer to others at their institutions in areas such as teaching techniques, computer aided instruction, or audiovisual methods? How can CETE colleges inform others about what they are doing in the area of teacher education (numbers and types of course requirements and field placements, novel programs)? What kind of survey of our alumni should be undertaken?

C. Relationships with State and Federal Agencies

How can CETE colleges within states join together to develop procedures and practices that meet certification requirements? How can CETE help persuade state certification officials of the importance and benefit to society of approving our programs? How can we lobby effectively for student scholarship or loan assistance at the state and federal levels? How can we influence national legislation and policy regarding teacher education? How can liberal arts faculty members become involved in helping to formulate their states' standards for teacher education and participate in their program review processes? What experimental approaches to teacher education and program approval would be acceptable to state certification agencies? What benefits might accrue to our teacher education programs if we were temporarily exempted from state requirements on an experimental basis?

D. Cooperative Efforts to Promote Excellence in Teaching

What kinds of collaborative efforts could CETE members undertake with local schools and teachers? How could good practitioners be encouraged in their efforts? What kinds of joint summer programs could be developed for undergraduates considering teaching? What kinds of joint summer institutes could be offered to teachers for purposes of professional renewal or

obtaining certification in new areas? What kinds of research proposals could be jointly submitted by CETE institutions? In what ways could joint funding for CETE projects be acquired? What kinds of scholarship or loan programs could be developed to encourage graduates of our institutions to prepare to teach?

After a morning of brainstorming and debating the questions listed above, subcommittees were formed, and CETE decided to focus on the following action proposals during 1983-84:[1]

1. Develop a Placement Clearinghouse for teacher education graduates of our institutions.

2. Plan a Teacher Excellence Recognition Day or Weekend on each CETE campus to honor exemplary practitioners in elementary and secondary schools.

3. Develop plans for alternative teacher certification routes for CETE institutions.

4. Develop a formal statement of CETE needs which could be used within our institutions and for outside funding.

5. Share information and resources on educational innovations--most immediately, on courses and approaches involving microcomputers.

6. Develop plans and seek major funding for an umbrella grant and a CETE program facilitator.

7. Explore possibilities of student loan forgiveness or scholarship options from NEH, NSF, NIE, or private foundations.[2]

Because proposals 1, 2, and 3 are not as self-explanatory as the rest, additional detail may be helpful in communicating both the directions CETE hopes to take and the practical issues we face:

CETE Placement Clearinghouse

This proposal is a response to disparities in public and private school hiring practices that tend to draw many of our graduates into private education, even when they say they would prefer to teach in public schools. Private schools typically do most of their hiring between April and June, while public school hiring occurs increasingly during the summer months between June and August. As a result, many of our graduates accept offers from independent schools, simply because they are fearful of graduating without a job. In addition, many private schools use a more personalized and coordinated hiring procedure. Several effective private school placement agencies interview students on campus, send out notices of openings to candidates, and send copies of resumes to prospective employers. Because CETE believes that our graduates contribute importantly to public as well as to private education, we want to facilitate the match between interested candidates and public school systems that value liberal arts training. To

this end, CETE is developing the following plans, which we will implement as early as the spring of 1984:

a. Collect data from all member institutions on graduates who will be certified to teach in public schools.

b. Send this information to public school systems' personnel offices along with a letter explaining our conern about their late and often impersonal hiring process, which may be causing them to miss opportunities to hire candidates in all fields, but especially in math and science.

c. Suggest that public school systems contact and interview candidates in whom they are interested by May, even if they cannot formally be hired until later in the summer. In this way, students will at least know of the public schools' serious interest in them during the period when private schools are actively pursuing them.

We hope that the Placement Clearinghouse will benefit our students as well as the public schools, which CETE is committed to help improve.

Teacher Excellence Recognition Day

This proposal is based on a program held at Vassar College last year to honor secondary school teachers who were identified by Vassar undergraduates and faculty as being outstanding practitioners of their craft. Out of 100 nominations, 53 teachers from across the country accepted invitations to come to Vassar for a two-day conference, which publicly recognized the talents of the teachers and offered lectures and discussions on a variety of educational topics. Vassar believes that the conference not only helped teachers feel supported in their attempts to promote excellence in secondary education, but also provided a fertile meeting ground for discussion of topics of mutual concern to high school and liberal arts college faculty. Moreover, it provided excellent publicity for the Vassar Admissions Office.

CETE hopes to organize a multi-site Teacher Recognition Day in 1984-85, when each of the member institutions will host a day or weekend of workshops and lectures for local teachers identified as excellent practitioners. Nominations will come from a variety of sources: undergraduates, practice teachers, college faculty, parents, and school administrators. The joint Recognition Day will dramatize and advertise our colleges' appreciation of excellence in elementary and secondary teaching and will announce to the public as well as to the local schools our commitment to collaborative efforts in pursuit of quality education. The goals of the overall Recognition Day will be jointly determined by CETE members, but each institution will plan its own specific activities.

Alternative Teacher Certification Routes

This proposal is a response to the difficulties faced by some CETE colleges in meeting state requirements for teacher certification program approval (credit hours, types of professional courses, kinds of field experiences, faculty credentials, etc.). Some proposed or existing teacher

certification regulations threaten to restrict the entry of liberal arts college undergraduates into teaching. For example, some states propose to increase the number of professional courses that students must present for certification, a move which would be looked on with disfavor by most liberal arts college students, faculties and curriculum committees. In other states, proposals for five-year programs of teacher education are even more problematic. While five-year programs potentially increase the amount of time that students can devote to study in liberal arts subjects, increases in the amount of preprofessional training, especially if concentrated in a single fifth year, would raise questions on many campuses. There is a good chance that some CETE colleges which offer only undergraduate courses of study would abandon certification rather than develop a five-year degree program.

Because CETE feels that it is imperative to keep options in education open for our students who want to teach "for all the right reasons" (as one of our members put it), we plan to explore with state boards and departments of education the possibility of allowing greater diversity in the ways teachers are trained and certified. Since program approval procedures sometimes become more of an obstacle than an aid to developing quality programs, CETE member institutions plan to explore the possibility of being excused from some state requirements for an experimental period of five to ten years. During this experimental period, CETE colleges would determine their own requirements, develop programs to meet them, and recommend graduates for certification. While the experimental certification processes were in place, programs would be carefully monitored and follow-up studies would be undertaken. Because program approval processes and teacher certification requirements vary considerably from state to state, CETE member institutions will be encouraged to explore alternative certification procedures singly, or in pairs or triads, within various states.

Although this proposal is the most complicated and educationally radical of the three described in detail here, CETE believes the times demand new approaches. In this respect, we are encouraged by recent proposals, such as that of Governor Kean of New Jersey, to simplify the procedures and reduce the professional courses necessary to teach in the public schools of the state. While we do not necessarily agree with the specifics of his plan, we applaud the spirit in which it is made.

The Future

A key policy issue for the future is whether and how CETE should seek to have a wider impact. Currently our focus is on influencing our own institutions, as well as various state agencies and funding sources. However, given the current national concern about the quality of public education and the preparation of teachers, this seems to be an opportune time to try to influence national policy and practice by joining with other bodies to discuss prospects for excellence in teacher education more broadly. We do not feel that we can or should speak unilaterally for the larger group of institutions concerned with improving the quality of teacher preparation. We think it is unlikely that the curricular or institutional arrangements that may be best for our students will necessarily be the solution for all

institutions preparing teachers. Excellence in education will not be attained by over-the-counter prescriptions of more or larger doses of various potions (as some of the recent national reports on education seem to imply). Rather, we encourage colleges and universities in other areas to form similar consortia to explore and exchange ideas that would meet their particular needs and to contribute to the diversity of approaches that can bring our nation closer to the goal of true quality in the education it provides its young people.

NOTES

1. Susan Reimer Sacks of Barnard College prepared the minutes of the Dartmouth meeting, which were helpful in reporting CETE's proposed directions for 1983-84.

2. The General Electric Foundation has given CETE a grant of $20,000 for 1984-85 to help support a loan program for juniors and seniors at the member institutions who are preparing to be certified to teach mathematics. Each loan will be $2,000-$3,000, and the loans will be forgivable if the student teaches mathematics for three years after graduation.

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EDUCATING AND EVALUATING BEGINNING TEACHERS IN VIRGINIA

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Recent changes in Virginia's teacher certification regulations which allow college graduates without professional education training to teach in secondary schools have forced educators and lay people in the states and beyond to question traditional practices of educating and evaluating teachers. Paraphrasing remarks made by John T. Casteen, III, Virginia's Secretary of Education, The Chronicle of Higher Education reported that "Under the new Virginia regulations...liberal arts graduates would receive provisional certification for two years. During that period, they would take nine semester hours in teaching methods and be observed and aided by experienced teachers. At the end of the two-year provisional period...teachers would be evaluated by teams probably composed of teachers and laymen," (July 7, 1982, p. 3). This "liberal arts avenue" into teaching has been the most highly publicized aspect of Virginia's attempt to raise the quality of teachers and teacher education. But the important story--that which promises to shape the future of the teaching force in Virginia--is only beginning to unfold in what is known as the Beginning Teacher Assistance Program.

Although still in design stages, this program promises to change how all teachers in Virginia are evaluated for certification and how they are provided instructional support during their first two years on the job. The program, according to the Virginia State Education Department, will have two goals; to assist beginning teachers for the purpose of improving instruction, and to identify those beginners who do not meet minimum cognitive and teaching performance standards so that they may be eliminated from consideration for certification.

We will discuss the specific objectives of the Beginning Teacher Assistance Program (hereafter referred to as BTAP), describe initial efforts to design the program, and speculate on some of the things the program will have to accomplish in order to be judged successful. We have chosen to concentrate on these particular aspects of the BTAP because we think they will be of interest to others who are considering radical proposals for changing how teachers are educated and evaluated.

The Purposes of the BTAP

The story of the BTAP in Virginia is but another example of the struggle that James B. Conant described more than 20 years ago. According to Conant, "The history of (teacher) certification reveals that this issue has long been a breeding ground of controversy. The struggle to control entrance to the teaching office is an old one, destined perhaps to continue indefinitely," (1963, p. 8)

Indeed, Conant's view of the world of teacher education as a struggle between "two hostile camps" may be as nearly accurate today in Virgina as it was in Conant's day. His characterization of these camps--one composed of an uneasy alliance of professors of education, classroom teachers and public

school administrators, the other composed of professors of the sciences and the humanities and of influential collegiate alumni--reflects fairly accurately the situation in the state. Although the details of the arguments about what constitutes worthwhile teacher education may have changed somewhat since Conant's time, the struggle remains essentially the same: It is a deeply rooted, philosophical one about the nature of teaching. On one hand, Conant noted, "Many people believe that the courses given by professors of education are worthless, and that the degrees granted students who have devoted much of their time to these courses are of little value." Education professors, on the other hand, "pride themselves on their skill as teachers.... They imply, and sometimes openly state, that if all professors had taken their course they would be better teachers!" (p. 8).

As Conant noted, the emotions which contribute to personal definitions of good teaching are most easily aroused when the discussion turns to state requirements for teacher certification--requirements which in the eyes of those who reside in the second camp seem to create "high protective tariffs" for schools and colleges of education. The BTAP in Virginia is, among other things, an effort to remove such tariffs.

As of July 1, 1984, all new teachers in Virginia, whether they graduate from colleges of education or enter teaching via liberal arts colleges, will be given two-year provisional certification. This certification is "provisional" in that beginners will be expected to demonstrate their abilities to accomplish selected performance competencies, to complete nine semester hours of coursework in education if they have not graduated from an approved teacher education program, and to submit scores on the National Teachers Examination (NTE) before being granted a Collegiate Professional Certificate that will be valid for five years. The choice of the phrase "to submit scores on the National Teachers Examination" is intentional and important. Although a validity study of the NTE in Virginia has recently been completed, and the establishment of cut-off scores for certification is anticipated, such scores have not yet been set.

What makes the BTAP different from existing practice is that it puts the state directly in the business of performance assessment of teachers, as opposed to relying on approved preservice programs of teacher education for making certification decisions. Specifically, the BTAP will concentrate on assessing beginners' performances of such instructional functions as: organization (i.e., of lesson planning); evaluation of student performance; recognition of individual differences; recognition of cultural influences on children; understanding human growth and development, classroom management and discipline; and implementing educational policies. These instructional functions are, of course, anything but revolutionary. The methods of evaluating beginners' performances, however, may be quite different from traditional practice.

The BTAP will utilize a standardized statewide assessment process for the approximately 1,500 new teachers who enter the profession annually. This assessment process must provide information upon which decisions about granting and denying certification can be based. In addition, the assessment

process must be able to provide feedback to all new teachers so that they can improve their classroom performances. The program, then, focuses on both summative and formative evaluation.

Exactly how this new standardized teacher education and evaluation system will operate is not yet clear. It appears that beginning teachers will initially be screened for the program at the time they begin their first job. The screening will probably be based on simulations that concentrate on various instructional functions. After the initial screening, beginners will be afforded opportunities to engage in inservice activities which focus on their areas of weakness. They will then be observed on numerous occasions in their classrooms for the purpose of assessing their performance abilities. Finally, they will be given additional opportunities to either improve their work or be eliminated from consideration for a five-year teaching certificate.

Initial Efforts at Program Design

In August 1982, the State Education Department contracted with four separate agencies to build a model program for assessing and supporting beginning teachers' performances. In approaching this task, the agencies were to make several assumptions. First, the evaluation of beginning teachers was to be a standardized on a state wide basis with "interested audiences" (teachers, school administrators, state department representatives, and college and university personnel) involved in, and being compensated for, developing and implementing the program. Second, although behavioral indicators of teachers' abilities to demonstrate various teaching functions would need to be developed, several different people might be involved in making assessments, and data on beginners' performances might be collected in various ways. Third, beginning teachers should be given counseling and advice about how to improve their performances and be allowed more than one chance to prove their worth.

With these assumptions in mind, the contractors were to develop models whose design could serve as a guide for a second round of program development activities. Each of the four contractors was to consider problems of defining behavioral indicators, with attention to minimum performance criteria. They also were to address the problems of establishing validity and reliability of teacher assessment instrumentation, training evaluators, developing assistance for beginners, keeping records, and administering the BTAP.

Although there will undoubtedly be changes in the BTAP as its various components are operationalized, some things will remain constant. First, the BTAP will emphasize beginning teacher assessment and assistance. As beginning teachers are assessed, information concerning strengths and weaknesses will be generated, and this information will be used to plan assistance activities for each beginning teacher. Later, those who were initially found to be "below the standard" will be reassessed. Second, the program will be a performance-oriented one in which both the assessment and assistance components occur after preservice requirements are completed. In other words, the program will be used for inservice beginning teachers and

will occur within the context of the professional workplace. Third, assessment will focus upon the major functions which teachers actually perform in the classroom, e.g., instructional planning, guiding student learning, making evaluative judgments about students, managing student conduct, etc. In addition, these functions and the various competencies which impinge on their fulfillment will, to the degree possible, be derived from the research literature. Fourth, the assistance component of the program will be designed to encourage the involvement of local school divisions and to support the regular local school district staff development program. While there will be beginning teacher diagnostic information and certain staff development content materials developed and administered at the state level, local school divisions will assume a major responsibility for the conduct of staff development activities.

Assessing the Success of the Beginning Teacher Assistance Program

The value of the BTAP will be assessed formally and informally in several ways. The first and most obvious way will be to examine the performances of beginning teachers. If beginners' abilities to demonstrate various teaching functions thought to be essential to the performance of the role of teacher can be accurately assessed, and if as a result of having participated in inservice activities their abilities to do so improve, then their performances can be interpreted as supporting evidence for the instructional validity of the BTAP inservice activities. Although this method of assessing the worth of the BTAP is fairly straight-forward, it is problematic. The technical difficulties of developing, analyzing, and interpreting tests of teachers' abilities are legion; there will be questions, too, about how best to use test data and information from performance evaluations when making personnel and resource allocation decisions about beginning teachers. In addition, prior abilities of people participating in BTAP must be taken into account; that is, some of the beginners will have come from professional programs of teacher education that have supposedly encouraged them to acquire the same professional expertise which BTAP is designed to promote. Others who have entered teaching directly from colleges of arts and sciences will have had little or no professional training. There are, of course, ways to handle such potential problems, but examining teachers' performances is not the only way to assess the worth of the program.

The success or failure of the BTAP will also be judged by the numbers and quality of new teachers who enter and stay in the teaching profession. Underlying the development of this kind of program is the assumption that "good" people have been discouraged from entering teaching because of the restrictions placed on them by schools and colleges of education. The BTAP will go a long way toward removing such real or imagined restrictions by providing on-the-job support to beginners, thus supplanting, at least in part, program requirements of professional schools. If more "good people" (however that term is defined) enter and stay in Virginia's classrooms, then this, too, can be interpreted as evidence that the BTAP is succeeding.

There are, of course, other ways that the BTAP--and, for that matter, any program that purports to improve teachers and teaching--is likely to be judged. The public, no doubt, will expect teachers and pupils to spend more time on the business of learning than they presently spend, to produce results in learning that they are not now producing, and to enjoy their work in the process. The degree to which beginning teachers are successful in helping themselves and their students accomplish these objectives will influence greatly the way in which policy-makers and the general public perceive the value of the BTAP. What is troubling about the use of such criteria for determining the success of programs designed to evaluate and support teachers is that they tend to diminish the magnitude and complexity of teaching and learning problems.

Indeed, the problems which gave rise to the creation of programs like the Beginning Teacher Assistance Program are longstanding and not amenable to facile remedies. But if the program can, even in small ways, begin to improve life in classrooms on a day-to-day basis, then it will have begun to fulfill its promise.

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